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ABSTRACT

A study was conducted to determine the types of recognition activities that are valued by students and compare their responses with teachers' perceptions of how youth want to be recognized. It was anticipated that the findings of the study could be used to help home economics teachers and their students plan classroom and youth organization activities based on the most meaningful forms of recognition as expressed by youth. With the input of youths, questionnaires on "feelings on recognition" were developed by several state groups and administered to 4,878 students in seventh through twelfth grades, and to 1,900 teachers, including home economics teachers as well as others. A number of observations can be made from the study. Students indicated that the most meaningful types of recognition were intrinsic rewards. Most important was to earn the affection and respect of their peers, families, and important others. The personal satisfaction of reaching a goal and the receipt of praise, compliments, and "thank-yous" were also highly ranked. Among extrinsic rewards, students valued scholarships, scholastic honors, and money most highly. Teachers made some accurate predictions about what students value, but were inaccurate about others. Results indicate (1) that the type of recognition desired by youth appears to be an individual matter; (2) that teachers need to find ways of determining which recognition activities are more highly regarded by their students; (3) that students value intrinsic rewards more highly than extrinsic rewards, and teachers often misjudge the importance youth attach to intrinsic rewards; and (4) that teachers can facilitate the attainment of intrinsic rewards for students in several ways. (KC)

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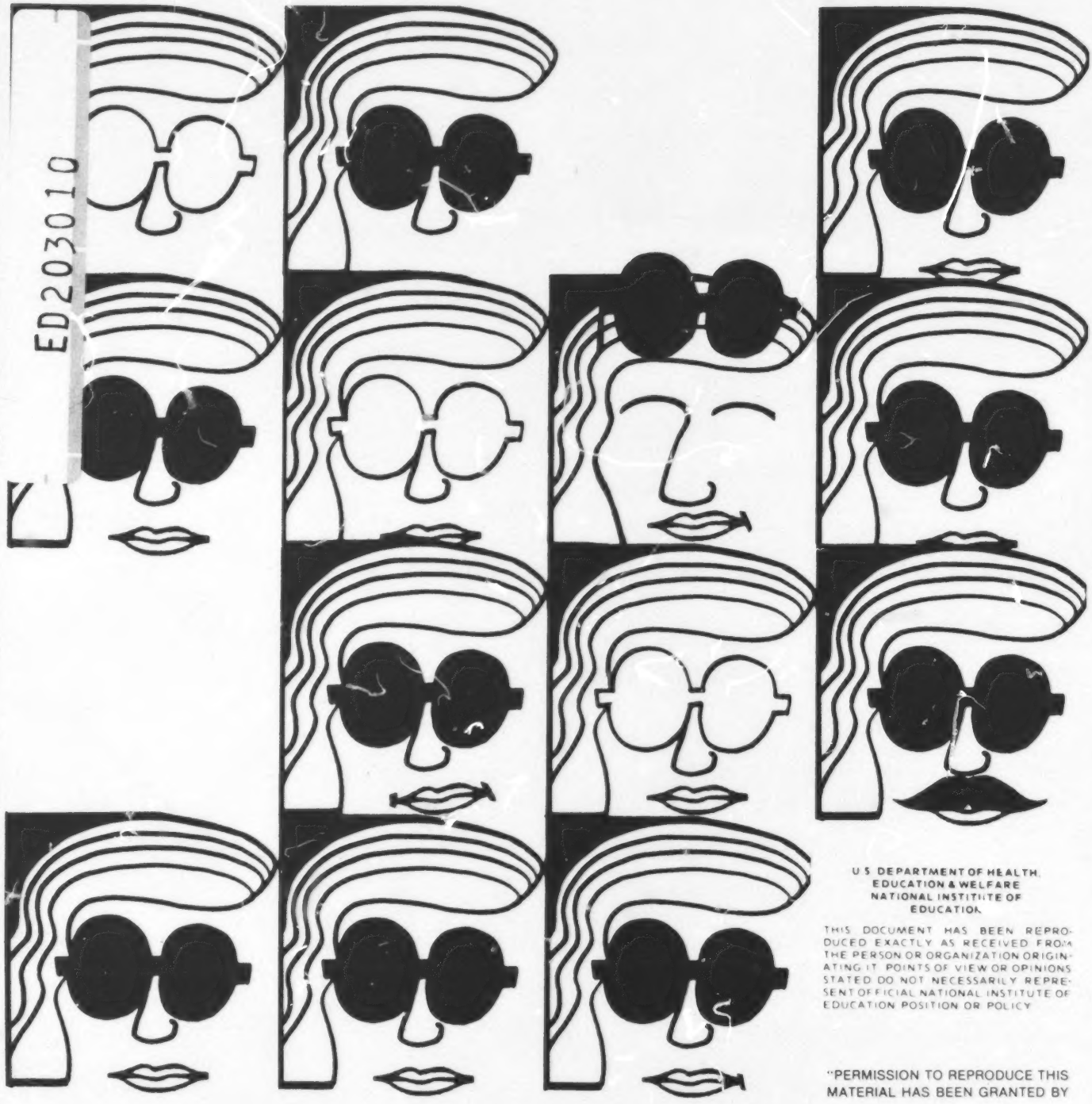

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RECOGNITION:
The Eye of the Beholder

NATIONAL RECOGNITION
RESEARCH PROJECT REPORT

FUTURE HOMEMAKERS OF AMERICA

Printed May 1979

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Foreword

Respect. Awards. Money. Friendship. A pat on the back. Winning. Reaching greater heights. Peer approval. Name in the newspaper. A thank you. Gifts. Compliments. Self-satisfaction. Scholarships. Good grades. Special privileges. These all have something in common -- they represent some of the ways youth say they like to be recognized for their achievements.

Recognition, a basic need in all of us, can be attained through intrinsic or extrinsic rewards. Intrinsic rewards are more psychological in nature and related to the inner self. They are usually less materialistic than extrinsic rewards, which are tangible and easily recognized by others. The question of which rewards motivate youth is the basis of this study.

Often we think we know just what others need and want -- what will serve as motivators or rewards for them. The purpose of this study was to determine the types of recognition activities valued by students and compare their responses with teachers' perceptions of how youth want to be recognized. It was anticipated that the findings of this study could be used to help home economics teachers and their students plan classroom and youth organization activities based on the most meaningful forms of recognition as expressed by youth.

Future Homemakers of America has a history of supporting activities that are planned for youth by youth. Students in FHA/HERO chapters learn planning skills through the IMPACT process and learn to set personal goals through the ENCOUNTER process. Both processes stress cooperative behavior. All students have opportunities to become winners -- each in his own way. Recognizing students for their unique accomplishments is a challenge to the adviser and the organization.

Background

Future Homemakers of America supports the philosophy that youth need to be recognized for their accomplishments, and that the desired form of recognition will vary with the individual. Because it is believed that one form of recognition cannot satisfy everyone in a group, an approach to planning has been adopted that will encourage local chapters to devise their own recognition activities. The organization operates on the assumption that the development of a process for recognition at the local level is more effective in meeting the needs of that group than a national activity would be. The basic assumption that cooperative activities result in the most highly valued type of recognition for the majority of students has also been made. In addition, there is an assumption that youth value intrinsic rewards more than material rewards. This study was initiated in order to check these perceptions and to identify other trends and issues related to the recognition process.

State associations have shown an interest in developing effective recognition programs and have requested additional resources. In Dallas, Texas, teachers expressed a concern about how they were rewarding students in their classrooms and chapters. During 1976-77, a committee of consumer/homemaking and occupational teachers in the Dallas Independent School District met to develop a recognition program for FHA/HERO chapter members. They collected some revealing data about recognition and published their findings in Recognition: The Eye of the Beholder. They reported discrepancies between the forms of recognition youth desired and those teachers thought youth valued. Particularly significant was the fact that students rated reaching a personal goal first, and scholarships second; and teachers predicted that students would place the least value on these forms of recognition. Following the data collection

stage, the teachers in Dallas developed a Sourcebook on Recognition Activities to guide the teachers in that district in developing local recognition activities.

It was felt that a national recognition research project, based on the procedures used in the Dallas study, would generate additional information that could be useful in establishing recognition procedures for the organization. In February 1977, the National Board of Directors and National Executive Council of Future Homemakers of America endorsed a plan to involve several state associations in this pilot project.

Procedures

The objectives of the study were:

1. To develop and test a method for determining acceptable forms of recognition with youth.
2. To implement a variety of forms of recognition.

Objectives

The homemaking staff of the Dallas Independent School District assisted the National Headquarters Staff in presenting the plan to an advisory committee at the National Vocational Home Economics Education Meeting in Fort Worth in March 1977. (The participants at that meeting are listed in Appendix A.) The function of this committee was to validate the process and to make suggestions for the implementation of the pilot project.

An outline of tentative plans for the project was distributed to state advisers in May 1977. Of the 52 state associations, 25 responded that they wanted to be considered in the selection of pilot states to test the procedure for

determining acceptable forms of recognition. The eight pilot states were chosen from the four Future Homemakers of America regions. They represented a wide variety of socio-ethnic, rural-urban populations and had the capability of computer analysis of data. Those states were Alabama, Colorado, Connecticut, Illinois, New Mexico, North Dakota, Texas and Utah. Since Dallas was sampled in the original study, a different area of Texas -- the N. E. Independent School District in San Antonio -- was selected for this study.

The state advisers from these eight states met with National Headquarters Staff members during the National Leadership Meeting in Seattle, Washington, in July 1977. During that week, the overall plan was presented, and state advisers began planning the formation of state task force teams and test sites.

The project directors included one or more state representatives and one representative of the National Headquarters Staff. (A list of the recognition project directors is located in Appendix B.) It was suggested that the state task force team composition include the following personnel:

. State FHA/HERO Adviser(s)
. State Supervisor of Consumer/Homemaking or Occupational Home Economics
. Local FHA/HERO Adviser(s)
. Youth Representative(s)
. School Administrator(s)
. Teacher Educator
. National Headquarters Staff.

State task force teams were asked to meet five times. The initial meeting was for orientation and planning; the second meeting for developing an instrument to survey teachers' and students' feelings toward recognition; the third for planning ways to get ideas from youth for implementing the four highest ranked items; the fourth for identifying

teacher competencies needed in assisting youth with developing recognition activities and for planning ways to obtain suggested techniques from youth and their advisers; and the fifth meeting for compiling competencies, techniques and ways of helping teachers implement this process. National Headquarters Staff members were involved in the first and fourth meetings. This report describes only those activities completed before the third meeting.

The techniques employed in the first and second meetings with the state task force teams are important for understanding the procedures of this study. At the first meeting the following activities took place.

. The background of the national recognition project was discussed.

. The organizational philosophy regarding growth experiences was reviewed.

. A clear definition of reward/recognition was established.

. The process to be used in developing the instrument was taught to the group. (This process, as used in the Dallas study, is outlined in Appendix C and described later in this report.)

. The procedure for administering the instrument was discussed and methods of involving youth were identified.

. Agendas for the next meetings were established.

Before the next meeting, task force members were responsible for conducting brainstorming sessions with youth to obtain lists of ways in which students like to be recognized.

The second meeting was conducted by the state project director. Their accomplishments are as follows.

. They developed the instrument by compiling the information collected from the brainstorming sessions with youth.

. They determined the information that should be collected in addition to the national requirements.

. Plans were made for administering the instrument to youth.

. Plans were made for surveying teachers for their opinions

about how youth like to be recognized.

The instruments were later administered to students and teachers, and the results were sent to the state project director for computer analysis. Reports were subsequently submitted to National Headquarters.

Method

Development of the Instrument. Brainstorming sessions were conducted with youth to determine their views of meaningful recognition activities. The task force tabulated the responses and grouped similar items together, retaining student phraseology when possible. A fifteen-item ranking form was developed from the most frequent responses. Each state task force team developed its own instrument. Each

instrument administered to students was titled, "My Feelings on Recognition", and students were to indicate their age, sex, course, grade in school and name of teacher. They were instructed to rank each item, one through fifteen, to give their feelings about how they like to be recognized, with number one representing the highest rank. The instruments given to teachers were entitled, "Feelings on Recognition", and they were to include the name of school, grade and class. The teachers were instructed to rank each item from one through fifteen to give their feelings about how they think youth want to be recognized, with one being the highest.

In addition to the data mentioned above, each state decided whether they wanted to collect other data for making comparisons particularly pertinent to their regions.

Rationale for Method. The procedure used to develop the instrument was consistent with the philosophy of Future Homemakers of America -- planning for youth with youth. The purpose of the study was to compare general trends, determine how youth and adults feel about recognition and to demonstrate the effective use of a youth-involvement process in determining local recognition activities. Neither detailed statistical comparisions nor the use of one, single ranking instrument was considered essential for this study. It was determined that a different instrument from each state could reveal the general trends and serve the additional function of teaching the process.

Students. The student sample totaled 4,878. There were 3,729 females and 1,056 males; 122 students in seventh and eighth grades; 1,137 in ninth grade; and 3,357 in tenth through twelth grades. (Additional demographic data were collected and complete statistics are reported in Appendix D). In all cases these students were enrolled in consumer/homemaking or occupational home economics classes and the majority of students were members of an FHA or HERO chapter. The tables do not adequately reflect the number

of student members, however, due to incomplete collection of data.

Teachers. The questionnaire was administered to 1,900 teachers, including home economics teachers, as well as others. (Specific data about the composition of those groups can be found in Appendix D.)

Schools. Schools were categorized according to the type of community in which they were located. A total of 64 schools were used, of which 17 were urban, 26 were suburban, 19 were rural and 2 were American Indian communities. (Further information about the schools is reported in Appendix D.)

Interpretation of Data

The data from all states were analyzed using the Peter Dunn-Ranking Rank Order Analysis. Reports received from the state included the rank orders of the student sample, comparing their responses with those of the teachers. In addition, any other comparisons the state made were reported. (The rank order responses of the students in each state are reported in Appendix E. The items are reported exactly as they appeared on the original instrument. An examination of this information will give the reader an idea of the similarities and differences of the various instruments developed.)

In order to compare state responses it was necessary to identify the common elements of their instruments. This was accomplished by determining which items could be classified as intrinsic or extrinsic.

Items were tentatively sorted into intrinsic and extrinsic groups. Intrinsic rewards are those that relate to the inner self or those intangible rewards that are psychological in nature. Extrinsic rewards are those that result in a tangible

reward. Some items involved rewards that were bestowed upon an individual. While they were not clearly tangible, they were considered to be more extrinsic than intrinsic because, in the end, the individual received "something".

Intrinsic rewards were grouped according to similar characteristics. Some were verbal rewards (compliments, praise, thank yous, congratulations); others were physical (hugs, kisses, pats on the back, smiles). One was internal (personal satisfaction of reaching a goal); another was a feeling that resulted from earning the reward (love; respect; popularity; acceptance by peers, family or important persons); and the final item was altruistic (opportunity to help others).

The clearly tangible extrinsic rewards were scholarships, money, job-related rewards (raises, bonuses, job offers, promotions), awards (certificates, trophies, plaques, medals, pins, letters of appreciation) and gifts (prizes, trips, vacations).

Those items that seemed to be more extrinsic than intrinsic were special privileges, public recognition in media or school, special events (banquets, parties, special dinners), scholastic rewards (honors, good grades, diplomas) and those items related to winning or gaining a title.

The composite instrument had fifteen categories. The items from each state's questionnaire were plotted onto the composite format. In some cases, an item may have overlapped into two categories. When that occurred, a notation to that effect was made on each of the tables. Only those items that had major emphasis in both categories were cross-listed. Occasionally, some states had more than one item that fit the composite categories; therefore, several rankings may appear for an item.

In the interpretation of data, rank orders of respondents were considered to be significant when the difference between scores was five or more. In the discussion of results, comparisons are not being made on the basis of numbers alone. Differences are compared in relation to the total instrument.

Neither can numerical comparisons between states be made, since each state used a different instrument. When reading the tables, it would be helpful to think, "When the state included this item, this is how it was ranked."

Results

The composite instrument had five intrinsic and ten extrinsic items. The number of intrinsic and extrinsic items appearing on the state ranking forms is shown on the graph in Table 1. The variations in each state's instruments should be remembered as further results are discussed. New Mexico, it should be noted, conducted two, separate studies. Therefore, their results are reported in two columns.

Table 1

Number of Intrinsic and Extrinsic Items on Each State's Questionnaire

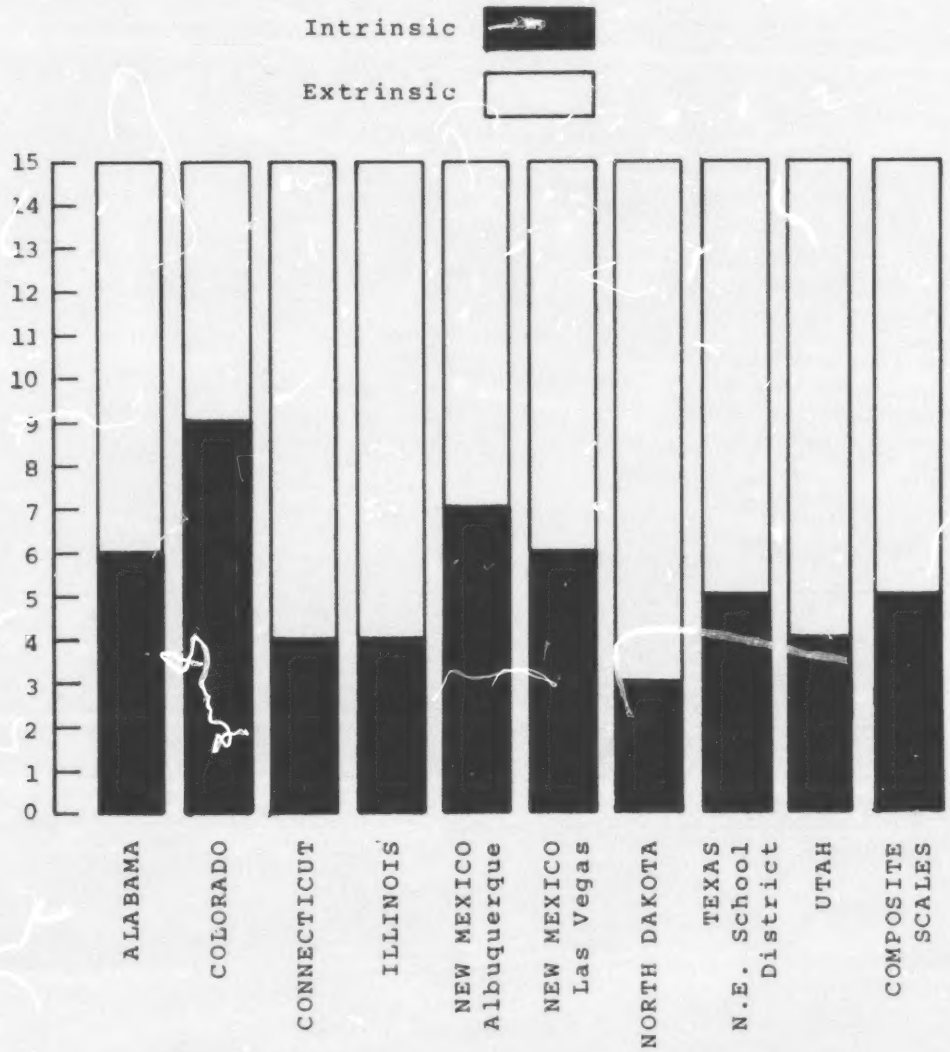

Table 2 compares the rank order responses of students and teachers. Students have indicated how they want to be recognized and teachers have predicted the kind of recognition valued by students. Each item will be discussed.

Personal Satisfaction of Reaching a Goal. In every state,

students ranked this item higher than teachers anticipated. In four states, the difference between student and teacher ranking was significant (with a five-point minimum difference). Connecticut and Utah showed a five-point difference, Illinois had an eight-point difference and New Mexico (Las Vegas) had a six-point difference. This item ranked in the upper third of almost every questionnaire.

Compliments, Praise, Thank Yous, Congratulations. While the responses in this category varied greatly, student rankings fell roughly in the middle third of responses. In many instances students ranked this item lower than teachers. In Alabama, students ranked compliments tenth and teachers placed it third; Colorado students ranked compliments seventh and teachers ranked it first; Connecticut students ranked it thirteenth and teachers thought they would rank it first. A closer examination revealed that all these wide discrepancies were on items dealing with compliments or praise. When thank yous were included in the item, they were generally regarded higher by students.

Hugs, Kisses, Pats on the Back, Smiles. Students placed this item in the middle range of most questionnaires and often ranked it higher than teachers anticipated. In two states, students ranked it significantly higher: New Mexico (Albuquerque) students ranked it fourth and teachers ranked it eleventh, and North Dakota students ranked it fifth and teachers ranked it tenth.

Love; Respect; Popularity; Acceptance by Peers, Family or Important Persons. This was the highest ranking item on the questionnaire. It was ranked first by seven of the nine groups of students. The teachers were very close in estimating the importance of this type of recognition to students except in Illinois, where teachers ranked it eleventh. Only one state, Connecticut, showed a low student ranking in this category. They ranked it twelfth. Several states had three items on their questionnaires that fit

into this category, further reinforcing the strength of this type of recognition.

Opportunity To Help Others. Only two states, Alabama and Colorado, included an altruistic item on their questionnaire. In both states, students ranked it higher than teachers, and in Colorado there was an eight-point difference between scores.

Scholarships. The reward of a scholarship was generally ranked in the upper third of the student responses. Students ranked it slightly higher than teachers, but their scores did not vary greatly except in Alabama, where students placed it sixth and teachers ranked it eleventh, and in New Mexico (Las Vegas), where students ranked it fourth and teachers ranked it tenth. The item on the Las Vegas questionnaire was cross-listed with other items, however, so it is difficult to know to which item they were primarily responding.

Money. Student scores ranged from the upper third to middle third of the responses, indicating wide divergence of feelings about money as a reward. Teacher responses were not far from the student reactions, although they very often ranked it slightly lower than students.

Raises, Bonuses, Job Offers, Promotions. Job-related rewards were moderately important to students. Again, students ranked them higher than teachers anticipated. New Mexico (Las Vegas) students and teachers differed in their rankings by five points.

Awards, Certificates, Trophies, Medals, Plaques, Pins, Letters of Appreciation. Students ranked this item in the middle-lower range of the questionnaires and usually placed less value on these awards than teachers thought they would. Alabama students ranked it eleventh while their teachers ranked it fifth. This was the only state showing any significant difference.

Gifts, Prizes, Trips, Vacations. Some states had several items that fell into this category. However, students

attached only moderate to low importance to these items. Students often placed slightly higher value on gifts than teachers thought they would, but this probably depended on the nature of the gift. Some of the gifts (an all-expense-paid trip in Connecticut and a car in North Dakota) were more appealing to students and resulted in a significant spread of scores. In Texas (N.E. School District), students ranked gifts eighth and teachers ranked them fifteenth.

Special Privileges. Students primarily ranked this item in the lower third of their responses. Often, teachers ranked it higher. In Alabama, students ranked it thirteenth, teachers ranked it seventh; Illinois students ranked it fourteenth and their teachers ranked it ninth; New Mexico (Las Vegas) students rated it thirteenth, their teachers marked it sixth; and Utah students ranked it thirteenth and the teachers ranked it eighth. Texas (N.E. School District) teachers and students ranked it very high, but this item was cross-listed with an intrinsic item, so it may not provide an accurate measure.

Public Recognition in Media or School. Students generally ranked this in the lower third of their instruments. In some states, teachers were fairly close to the student responses, but they almost always ranked it higher than students. Four states showed significant differences. Connecticut students ranked it fourteenth and the teachers ranked it sixth. Illinois students ranked it eleventh, while their teachers estimated it would be first. North Dakota had two items -- students placed it eleventh and fourteenth, and the teachers third and eighth. And, Utah students ranked it fifteenth, while the teachers placed it sixth.

Banquets, Parties, Special Dinners. All rankings for this category were in the lower third of the instruments. There was close agreement between students and teachers, except in Connecticut, where students ranked it ninth and

teachers placed it fifteenth.

Scholastic Honors, Good Grades, Diplomas. This category held moderate to high importance to students. Only in two states was there much difference between student and teacher responses. Connecticut students placed it seventh and their teachers ranked it thirteenth. New Mexico (Las Vegas) students ranked it ninth and fourth, and the teachers estimated it would be fifteenth and tenth.

Election to Office, Winning, Gaining a Title. Three states included this category on their questionnaire, and it was placed in the lower third of responses by students. In New Mexico (Albuquerque), students ranked it eleventh and teachers placed it seventh.

Table 2

Comparison of Rank Order Responses of Students and Teachers

	QUESTIONNAIRE ITEM	ALABAMA S (1419)	ALABAMA T (250)	COLORADO S (259)	COLORADO T (136)	CONNECTICUT S (434)	CONNECTICUT T (123)	ILLINOIS S (479)	ILLINOIS T (116)	NEW MEXICO Albuquerque S (426)	NEW MEXICO Albuquerque T (236)	NEW MEXICO Las Vegas S (386)	NEW MEXICO Las Vegas T (76)	NORTH DAKOTA S (469)	NORTH DAKOTA T (334)	TEXAS N.E. School District S (367)	TEXAS N.E. School District T (468)	UTAH S (639)	UTAH T (161)
INTRINSIC	Personal satisfaction of reaching a goal	4	8	4 5	5 6	5	10	7	15	3	5	1 4*	4 10*			4	7	2	7
	Compliments, praise, thank yous, congratulations	5 10	6 3	7 8	1 7	10 13	11 2	4* 9	7* 10	6 7	6 4	7 11*	5 7*	2	2	5	1	5*	1*
	Hugs, kisses, pats on the back, smiles			10	10			4*	7*	4	11	11*	7*	5	10	12	13	11	14
	Love; respect; popularity; acceptance by peers, family or important persons	1 2	1 2	1 2 6	2 3 4	12	2	1	11	1 2 5	1 3 2	2 3 5	3 1 2	1	1	1 2 3*	4 3 2*	1	2
	Opportunity to help others	7	9	3	11														
EXTRINSIC	Scholarships	6	11			1	4	2	2			4*	10*			6	9	3	5
	Money	9	12	14	12	2	5	3	3					3	7	11	8	6	10
	Raises, bonuses, job offers, promotions					4	8	5	7	9	13	6	11			10	11	10	13
	Awards, certificates, trophies, medals, plaques, pins, letters of appreciation	11*	5*	12	9	11	7	6 15	4 15	12 13	8 14	8	8	7	5	9	6	7 5*	3 1*
	Gifts, prizes, trips, vacations	11* 8 12	5* 10 13			3 8	14 9	8 10	8 6	10	12	15	14	6 8 9 15	12 11 6 15	8	15	9	11
	Special privileges	13	7			6	3	14	9			13	6	13	9	3*	2*	8 13	9 8
	Public recognition in media or school	15	14	15	14	14 15	6 12	11	1	14	10	12	9	11 14	3 8	14 15	10 12	15	6
	Banquets, parties, special dinners	14	15	13	13	9	15	13 12	13 12					10 12	13 14	13	14	12 14	12 15
	Scholastic honors, good grades, diplomas	3	4	9	8	7	13			8	9	9 4*	15 10*	4	4	7	5	4	4
	Election to office, winning, gaining a title			11	15					11 15	7 15	10 14	13 12						

* Indicates item on this questionnaire falls under two categories.

A comparison of the responses of male and female students is made in Table 3. Six states reported this data. An examination of intrinsic items reveals few significant differences between male and female responses. It can be noted, however, that females ranked love, respect, popularity, acceptance and the opportunity to help others slightly higher than males in each state. Two samples showed widely varying scores. Connecticut males ranked personal satisfaction of reaching a goal seventh compared to females who ranked it second. Illinois males ranked this item eleventh and females ranked it fifth.

In the extrinsic categories, scholarships were valued slightly higher by females than males, but the difference was not significant. Money, on the other hand, was ranked a few points higher by males in several states. Only in Alabama did scores vary greatly. Male students ranked money fourth and females ranked it eleventh. Job-related rewards were higher in importance to males. Male students in Connecticut ranked it first, females sixth; and in Texas (N.E. School District) males placed it sixth compared to eleventh by females. Only in one state, Illinois, were awards perceived very differently by males, who ranked them second, while females ranked them seventh. Gifts were ranked similarly by both sexes, except in Texas (N.E. School District), where males ranked them fifteenth and females sixth. Public recognition was generally regarded as less important to both sexes except in Illinois, where males ranked it third compared to females ranking it eleventh. Scholastic honors held moderate importance in most states but were ranked first by Alabama males and third by the females. A final significant difference is noted in the Colorado survey, where males ranked election to office and winning as the third most important form of recognition. Females there ranked it eleventh.

Table 3

Comparisons of Rank Order Responses of Students by Sex

	QUESTIONNAIRE ITEM	ALABAMA		COLORADO		CONNECTICUT		ILLINOIS		TEXAS N.E. School District		UTAH	
		M (234)	F (1123)	M (91)	F (168)	M (155)	F (249)	M (104)	F (372)	M (68)	F (296)	M (157)	F (482)
INTRINSIC	Personal satisfaction of reaching a goal	5	5	7 5	4 5	7	2	11	5	3	4	1	2
INTRINSIC	Compliments, praise, thank yous, congratulations	8 11	4 8	4 8	8 7	11 14	11 13	7* 8	3* 9	4	5	9*	5*
INTRINSIC	Hugs, kisses, pats on the back, smiles			13	10			7*	3*	8	12	10	11
INTRINSIC	Love; respect; popularity; acceptance by peers, family or important persons	2 3	1 2	2 1 10	2 1 6	13	10	1	1	5* 2 1	2* 1 3	4	1
INTRINSIC	Opportunity to help others	9	7	6	3								
EXTRINSIC	Scholarships	7	6			3	1	5	2	10	7	2	3
EXTRINSIC	Money	4	11	14	14	2	5	4	4	9	10	3	7
EXTRINSIC	Raises, bonuses, job offers, promotions					1	6	6	6	6	11	6	10
EXTRINSIC	Awards, certificates, trophies, medals, plaques, pins, letters of appreciation	10*	10*	11	12	10	12	2 15	7 15	7	9	9* 7	5* 6
EXTRINSIC	Gifts, prizes, trips, vacations	10* 6 13	10* 9 12			4 5	3 8	9 10	8 10	15	6	12	8
EXTRINSIC	Special privileges	14	13			6	4	12	14	5*	2*	8 11	9 13
EXTRINSIC	Public recognition in media or school	12	15	15	15	12 15	14 15	3	11	13 12	14 15	13	15
EXTRINSIC	Banquets, parties, special dinners	15	14	9	13	9	9	13 14	12 13	14	13	14 15	12 14
EXTRINSIC	Scholastic honors, good grades, diplomas	1	3	12	9	8	7			11	8	5	4
EXTRINSIC	Election to office, winning, gaining a title			3	11								

* Indicates item on their questionnaire falls under two categories.

Five states compared the differences between ninth graders and students in grades ten through twelve. Results are compared in Table 4. Only a few differences were noted between age groups. The Illinois sample revealed three significant differences. Older students ranked money second, compared with a rating of seventh by ninth graders. Younger students were more impressed with special events (parties and banquets).

Their rating of fifth was for a date or meeting with a famous person. Older students ranked this item thirteenth. Also, ninth graders ranked awards second and older students ranked them eighth. Job-related rewards were ranked sixth by older students and twelfth by ninth graders. Another state, Texas (N. E. School District), showed similar results, as older students ranked job rewards sixth and younger students ranked them fourteenth.

Four states reported data based on membership in FHA or HERO chapters. There were actually more members involved in the total study than is reflected by these statistics. Some states did not collect or tabulate the data. Two states, Connecticut and Illinois, reported widely varying scores in some categories. In Illinois, HERO members ranked personal satisfaction fourth compared to a rating of ninth by FHA members. This difference was not noted in other states. HERO members in Illinois also valued praise and compliments more highly than FHA members as evidenced by their rating of first and sixth on two items, compared with FHA member ratings of eighth and thirteenth respectively. HERO members in Colorado and Illinois showed higher rankings for physical rewards. In Illinois, it was ranked first by HERO members and eighth by FHA members. This item did overlap with compliments, however. Money brought divergent responses from groups. Connecticut HERO students ranked it first and FHA members ranked it tenth, but the opposite occurred in Illinois, where HERO members placed it tenth compared to

Table 4

Comparisons of Rank Order Responses of Students by Grade Level

	QUESTIONNAIRE ITEM	ALABAMA		COLORADO		CONNECTICUT		ILLINOIS		TEXAS N.E. School District	
		9 (436)	10-12 (921)	9 (99)	10-12 (160)	9 (97)	10-12 (311)	9 (65)	10-12 (229)	9 (57)	10-12 (288)
INTRINSIC	Personal satisfaction of reaching a goal	5	4	4 5	4 5	4	5	11	9	7	3
INTRINSIC	Compliments, praise, thank yous, congratulations	4 10	5 10	9 6	7 8	12 11	10 13	8* 13	7* 12	8	5
INTRINSIC	Hugs, kisses, pats on the back, smiles			10	10			8*	7*	10	12
INTRINSIC	Love; respect; popularity; acceptance by peers, family or important persons	1 2	1 2	7 2 1	6 1 2	13	11	3	1	1 2 3*	1 2 4*
INTRINSIC	Opportunity to help others	7	7	3	3						
EXTRINSIC	Scholarships	6	6			1	1	1	3	4	7
EXTRINSIC	Money	11	9	14	13	3	2	7	2	12	10
EXTRINSIC	Raises, bonuses, job offers, promotions					6	4	12	6	14	6
EXTRINSIC	Awards, certificates, trophies, medals, plaques, pins, letters of appreciation	9*	11*	13	11	8	12	2 14	8 15	11	8
EXTRINSIC	Gifts, prizes, trips, vacations	9* 8 12	11* 8 12			2 7	3 8	4 6	4 5	6	11
EXTRINSIC	Special privileges	13	13			5	6	15	14	3*	4*
EXTRINSIC	Public recognition in media or school	15	14	15	15	14 15	14 15	9	10	13 15	14 15
EXTRINSIC	Banquets, parties, special dinners	14	15	12	14	9	9	5 10	13 11	9	13
EXTRINSIC	Scholastic honors, good grades, diplomas	3	3	8	9	10	7			5	9
EXTRINSIC	Election to office, winning, gaining a title			11	12						

*Indicates item on their questionnaire falls under two categories.

FHA members, who voted it third. As might be anticipated, job-related rewards were more important to HERO members in both states that included this item. HERO members in Connecticut ranked it third, FHA members eleventh. Illinois HERO members ranked it second, while FHA ranked it seventh. Awards were ranked higher by Connecticut FHA members who placed it eighth compared with a ranking of thirteenth by HERO members. Similarly, FHA students in Illinois were more impressed with gifts than were HERO members. In that state FHA ranked gifts fourth and fifth, and HERO members ranked them eleventh and thirteenth. Special privileges were valued seventh by HERO members in Illinois and fourteenth by FHA members.

Most states collected ethnic group data and three states made comparisons between groups, as shown in Table 6. New Mexico (Las Vegas) reported the rankings for a specific ethnic group, but did not compare them with another group, since their total sample represented only one ethnic group.

Significant differences were not noted between whites and blacks in Alabama.

The New Mexico (Las Vegas) sample is harder to compare, since no other ethnic group completed the questionnaire. However, an examination of the data reveals that their responses fall within the range of responses reported by other states. It is interesting that personal satisfaction is rated first by this group -- one of the few states which placed it that high.

North Dakota American Indians had some widely varying scores. Physical rewards were rated fifteenth, compared with an overall sample ranking of fifth. The American Indians attached more importance to gifts and trips. They rated them second and third compared with overall sample ratings of ninth and eighth. Special privileges were rated fifth by American Indians and thirteenth by the total. Scholastic honors were much less important to American

Table 5

Comparisons of Rank Order Responses of Students by Membership in FHA or HERO Chapters

	QUESTIONNAIRE ITEM	ALABAMA		COLORADO		CONNECTICUT		ILLINOIS	
		FHA (392)	HERO (25)	FHA (207)	HERO (52)	FHA (46)	HERO (46)	FHA (295)	HERO (59)
INTRINSIC	Personal satisfaction of reaching a goal	4	3	4 5	4 5	2	6	9	4
	Compliments, praise, thank yous, congratulations	5 9	4 5	8 6	9 8	13 12	11 12	8* 13	1* 6
	Hugs, kisses, pats on the back, smiles			10	6			8*	1*
	Love; respect; popularity; acceptance by peers, family or important persons	1 2	1 2	2 1 7	2 3 7	5	8	2	3
	Opportunity to help others	7	6	3	1				
EXTRINSIC	Scholarships	6	10			4	4	1	5
	Money	11	11	14	11	10	1	3	10
	Raises, bonuses, job offers, promotions					11	3	7	2
	Awards, certificates, trophies, medals, plaques, pins, letters of appreciation	10*	7*	12	12	8	13	6 15	9 14
	Gifts, prizes, trips, vacations	10* 8 12	7* 9 13			1 9	2 7	4 5	1 13
	Special privileges	13	12			3	5	14	7
	Public recognition in media or school	15	15	15	14	14 15	14 15	10	8
	Banquets, parties, special dinners	14	14	13	15	5	9	12 11	12 15
	Scholastic honors, good grades, diplomas	3	8	9	10	7	10		
	Election to office, winning, gaining a title			11	13				

*Indicates item on their questionnaire falls under two categories.

Indians, who ranked it eleventh. The total group placed it fourth. Utah, which had an American Indian sample, showed only one difference. Whites ranked special privileges seventh, and American Indians placed it thirteenth. This contradicts the finding of the North Dakota group.

The N.E. School District in Texas compared white, black and Hispanic students. Blacks ranked personal satisfaction eighth compared with a ranking of third by whites. Compliments were ranked tenth by blacks and fifth by whites. On both the above items, Hispanics more closely resembled the white rankings. Hugs and kisses were ranked thirteenth by blacks, twelfth by Hispanics and eighth by whites. Love and acceptance was rated second by both whites and Hispanics, but only ninth by blacks. Blacks rated several extrinsic items very high. Scholarships came first; for whites it ranked seventh; and for Hispancis, tenth. Money was ranked second by blacks, ninth by Hispanics and twelfth by whites. Awards and certificates were ranked third by blacks, fifth by Hispanics and ninth by whites. Scholastic honors were rated fifth by blacks, seventh by Hispanics and tenth by whites. Job-related rewards were much less important to blacks, who ranked them fourteenth, compared with rankings of eighth by Hispanics and eleventh by whites.

The difference between groups from various types of communities is reported in Table 7. States were chosen for their mix of urban, suburban and rural populations. In addition, two states reported data from American Indian communities. In Table 7 results are reported using single tables for each group, since many of the groups represent total samples. General trends can be identified, but more exact comparisons are not possible.

Personal satisfaction is ranked in the upper third of responses in all communities except Bridgeport, Connecticut, where it ranked tenth. Compliments and praise were of moderate importance to most groups, but it ranks thirteenth

Table 6

Comparisons of Rank Order Responses of Students by Ethnic Groups

	QUESTIONNAIRE ITEM	ALABAMA		NEW MEXICO Las Vegas	NORTH DAKOTA		TEXAS N. E. School District			UTAH	
		Whites (717)	Blacks (620)	Hispanics (386)	State Total (469)	American Indians (57)	Whites (218)	Blacks (17)	Hispanics (70)	Whites (517)	American Indians (98)
INTRINSIC	Personal satisfaction of reaching a goal	6	3	1 4*			3	8	4	1	5
	Compliments, praise, thank yous, congratulations	5 11	4 7	7 11*	2	6	5	10	6	6*	6*
	Hugs, kisses, pats on the back, smiles			11*	5	15	8	13	12	11	7
	Love; respect; popularity; acceptance by peers, family or important persons	1 3	1 2	2 3 5	1	1	1 2 4*	4 9 7*	1 2 3*	2	2
	Opportunity to help others	9	6								
EXTRINSIC	Scholarships	4	8	4*			7	1	10	3	3
	Money	7	10		3	7	12	2	9	5	9
	Raises, bonuses, job offers, promotions			6			11	14	8	9	10
	Awards, certificates, trophies, medals, plaques, pins, letters of appreciation	10*	11*	8	7	4	9	3	5	6* 8	6 4
	Gifts, prizes, trips, vacations	10* 8 12	11* 9 13	15	15 9 8 6	13 2 3 10	6	6	13	10	11
	Special privileges	14	12	13	13	5	4*	7*	3*	7 13	13 14
	Public recognition in media or school	13	15	12	11 14	8 14	14 16	15 11	14 15	14	15
	Banquets, parties, special dinners	15	14		10 12	9 12	13	12	11	12 15	8 12
	Scholastic honors, good grades, diplomas	2	5	9 4*	4	11	10	5	7	4	1
	Election to office, winning, gaining a title			10 14							

*Indicates item on this questionnaire falls under two categories.

and eleventh in Bridgeport and second in the American Indian community of Mandaree, North Dakota. Physical rewards were ranked in the lower third in the suburban and rural samples and higher in the urban and American Indian samples. All responses for love and acceptance fell in the upper third of the instruments, except in Bridgeport, where it ranked fifteenth.

Scholarships ranked in the upper third of responses for all samples. Money was highly valued in Bridgeport and Mandaree, but ranked eleventh in both the suburban Texas sample and the Utah American Indian community. Job-related recognition was ranked in the middle range for all but Bridgeport, where it was ranked high. Awards and gifts were rated in the middle-lower range for most groups. Special privileges, public recognition, special events and election to office were frequently rated in the lower end of the instruments. Scholastic honors were ranked moderately important by some groups, but in the upper third of rankings by the American Indian communities, Utah's rural communities and Connecticut's urban sample.

Table 7

Comparisons of Rank Order Responses of Students by Type of Community

	QUESTIONNAIRE ITEM	URBAN		SUBURBAN	RURAL		AMERICAN INDIAN COMMUNITIES	
		CONNECTICUT Bridgeport (121)	NEW MEXICO Albuquerque (426)	TEXAS N.E. School District (367)	NEW MEXICO Las Vegas (386)	UTAH Four Communities (174)	NORTH DAKOTA Mandaree (57)	UTAH Inter-Tribal (98)
INTRINSIC	Personal satisfaction of reaching a goal	10	3	4	1 4*	3		5
INTRINSIC	Compliments, praise, thank yous, congratulations	13 11	6 7	5	7 11*	8*	2	6*
INTRINSIC	Hugs, kisses, pats on the back, smiles		4	12	11*	12	5	7
INTRINSIC	Love; respect; popularity; acceptance by peers, family or important persons	15	1 2 4	1 2 3*	2 3 5	4	1	2
INTRINSIC	Opportunity to help others							
EXTRINSIC	Scholarships	1		6	4*	1		3
EXTRINSIC	Money	2		11		6	3	11
EXTRINSIC	Raises, bonuses, job offers, promotions	3	9	10	6	9		8
EXTRINSIC	Awards, certificates, trophies, medals, plaques, pins, letters of appreciation	6	12 13	9	8	8* 5	7	6* 4
EXTRINSIC	Gifts, prizes, trips, vacations	4 7	10	8	15	7	6 8 9 15	10
EXTRINSIC	Special privileges	9		3*	13	10 15	13	12 14
EXTRINSIC	Public recognition in media or school	8 14	14	14 15	12	14	11 14	15
EXTRINSIC	Banquets, parties, special dinners	12		13		11 13	10 12	9 13
EXTRINSIC	Scholastic honors, good grades, diplomas	5	8	7	9	2	4	1
EXTRINSIC	Election to office, winning, gaining a title		11 15		10 14			

*Indicates item on their questionnaire falls under two categories.

Discussion

A number of observations can be made from this study. Students indicated that the most meaningful types of recognition were intrinsic rewards. Most important was to earn the affection and respect of their peers, families and other important persons. The personal satisfaction of reaching a goal and the receipt of praise, compliments and a simple thank you were also highly ranked. Among extrinsic rewards, students valued scholarships, scholastic honors and money most highly. Awards, gifts, public recognition in the media or school and banquets or special events received the lowest ratings.

Teachers made some accurate predictions about what students value, but were inaccurate about others. They were correct in their estimation of the importance youth place on being accepted and on receiving scholarships. They underestimated how youth would feel about the personal satisfaction of reaching a goal; about the impact of a simple physical gesture, such as a hug, kiss, pat on the back or smile; and about the value students would place on having an opportunity to help others. Teachers overestimated how students would respond to awards, certificates, trophies, gifts, prizes and trips (except when the gift or trip was substantial). They also thought special privileges, public recognition in media or school and banquets or parties would be more important to students than they actually were.

An analysis of the data comparing student responses by sex, age, ethnic background, type of community and membership in FHA or HERO chapters revealed further differences in how youth feel about recognition.

Male and female students showed some differences in their rankings of the items, but those differences were either insignificant or inconsistent from state to state.

An analysis of differences between ninth graders and

students in tenth through twelfth grades pointed out that older students placed more value on money and job-related rewards, while certain other tangible rewards (awards, gifts, meeting a famous person) were more important to younger students. No particular type of tangible reward consistently appeared, however.

Students in some HERO chapters placed a higher value on the job-related rewards of promotions, raises or bonuses. Such findings were not substantiated by all states, but other differences did appear. Again, while all the differences were interesting, the findings cannot be said to verify any one particular kind of reward suitable for all students.

Ethnic and cultural factors can make a significant difference in the kind of recognition desired by youth, as the data from some of the states pointed out. However, generalizations as to the specific nature of those differences cannot be drawn from this study. The same can be said for the locale or type of community.

This project further extends the research that originated in the Dallas Independent School District. (The results of their study are reported in Appendix G.) Their four highest ranked items were reaching a personal goal, scholarships for school, compliments and encouragement from friends and being accepted as a person. The items ranked highest by teachers were name in the newspaper, money for accomplishments, trophies and certificates, and compliments and encouragement from friends.

The national recognition research project did not confirm the Dallas finding that reaching a personal goal was most important, but it was certainly among the highest ranked items. Acceptance by peers ranked fourth in Dallas and first in the national research. Money appeared in the lower third of the Dallas scale, but in the middle-upper third of the national responses. There was a similar finding by both groups of the importance of scholarships to youth. As in the

Dallas study, this study found there were differences in the rewards valued by students enrolled in occupational classes. Teachers in Dallas, like teachers in the national study, thought students would place greater emphasis on extrinsic awards.

The Future Homemakers of America 1978 National Leadership Meeting in Bal Harbour, Florida, focused on "Recognition: A Better You". During one of their sessions, youth and adults brainstormed different ways to be recognized. Four groups, involving 1,600 people, worked on this concurrently, each developing a fifteen-item questionnaire. (The rank orders for these student groups and one adult group are reported in Appendix I.) The highest ranked items by students in this survey were self-satisfaction, respect, smile, acceptance as an individual, friendships and "someone else benefits". The adult group felt they would place the most value on verbal compliments, peer recogntion, peer acceptance and media/publicity. These results resemble the findings of

the other studies, even though their lists included many more intrinsic items than found in most of the other studies.

The findings of these studies emphasize the individuality of recognition. Rewards are personal. As the survey of teachers pointed out, it is difficult to predict what may be perceived as recognition by another person. Individuals striving to satisfy their need for intrinsic rewards may find less fulfillment in certain tangible forms of recognition. On the other hand, there are times when extrinsic rewards fulfill the needs of some people -- needs that are more likely to provide temporary satisfaction compared with the longer-lasting effects of intrinsic rewards.

Implications

These findings suggest that:

. The type of recognition desired by youth appears to be an individual matter. Age, ethnic group, sex and socio-economic background may affect the rewards youth value. Even though differences were noted between groups, this study did not confirm that any one form of recognition is acceptable to all students. Therefore, a variety of recognition activities is needed in order to meet the needs of students.

. Teachers need to find ways of determining which recognition activities are more highly regarded by students in their schools, being aware that differences may exist because of the students' ages, sexes, employment statuses, ethnic or cultural backgrounds, or because of the nature of the community in which they live. They should also try to find ways of meeting the recognition needs of students in their schools, making provisions for individual recognition insofar as possible.

. Students value intrinsic rewards more highly than

extrinsic rewards, and teachers often misjudge the importance youth attach to intrinsic rewards. Extrinsic rewards were of some value to students, but certain types of tangible recognition rewards are more highly valued by some students than others.

. Teachers can facilitate the attainment of intrinsic rewards for students by:

- helping students identify personal goals and guiding them in the achievement of their objectives.
- being aware of the importance of sincere compliments and appreciative gestures.
- rewarding achievement by offering the student a new challenge or an opportunity to help others. This is a way of saying, "I have confidence in you."
- organizing activities for students so they have an opportunity to cooperate with other individuals. Through these experiences, students have a chance to earn their intrinsic rewards.

To do this is not easy. It is much simpler to buy a small gift, order a trophy, send the student's name to a newspaper or give a speech at a banquet. Students did not indicate they attach no importance to these things -- it's just that they value other rewards more. To help students achieve intrinsic rewards means teachers must give more of themselves. And, who knows? Perhaps the result will be that teachers themselves will receive their most highly valued rewards.

Appendices

Appendix A

Advisory Committee
National Vocational Home Economics Education Meeting
Fort Worth, Texas
March, 1977

Committee Members

Ida Ballard, State Supervisor/State Adviser, Mississippi
Camille Bell, Head, Teacher Education, Texas Tech University, Texas
Catherine Carter, State Supervisor/State Adviser, Illinois
Evelyn Cotney, State Supervisor/State Adviser, Alabama
Ruth Hughes, Head, Teacher Education, Iowa State University, Iowa
Marge Harouff, State Supervisor, Nebraska
Phyllis Herriage, Coordinator, Vocational Student Organizations, Massachusetts
Elaine Jorgenson, Head, Teacher Education, Oklahoma State University, Oklahoma
Barbara Reed, State Supervisor, Ohio

Dallas Recognition Committee Representatives

Jerline Kennedy, Administrator - Occupational Education, Dallas Independent School District, Texas
Loretta Clemons, Instructional Facilitator, Dallas Independent School District, Texas
Dianne Day, FHA/HERO Adviser, Carter High School, Dallas

National Staff

Mildred Reel, Executive Director
Louisa Liddell, Associate Director
Carolyn Waymack, Program Associate

Appendix B

Recognition Project Directors

Alabama
- Evelyn Cotney, State Supervisor/State Adviser
- Virginia Medders, State Consultant
- Marquerite Holt, State Consultant
- Carolyn Waymack, National Staff

Colorado
- Dorothy Ortner, State Adviser
- Carolyn Waymack, National Staff

Connecticut
- Jo Ann Hoff, State Adviser
- Louisa Liddell, National Staff

Illinois
- Catherine Carter, State Supervisor/State Adviser
- Shirley Schafer, Teacher/Adviser
- Loretta Clemons, Dallas, Adjunct National Staff

New Mexico
- Julia Summers, State Adviser
- Louisa Liddell, National Staff

North Dakota
- Karen Botine, State Adviser
- Loretta Clemons, Dallas, Adjunct National Staff

Texas
- Betty Romans, State Adviser
- Barbara Wofford, Local Supervisor
- Louisa Liddell, National Staff

Utah
- Becky Mitchell, State Executive Secretary
- Louisa Liddell, National Staff

Appendix C

Process for Determining What Students View As Meaningful Recognition Developed by Dallas Independent School District FHA/HERO Recognition Task Force

Overview of Steps

1. Sign-in on butcher paper or newsprint.
2. Discuss briefly the meaning of recognition.
3. Brainstorm: "Ways You Like To Be Recognized".
4. Rank-order the most meaningful choices.

Procedure

1. Tape one or more sheets of butcher paper or newsprint to the wall and title it, "RECOGNITION IS _____". As students enter the room, ask them to sign-in with a statement or phrase which to them would be meaningful recognition.
2. Discuss the meaning of recognition.
3. Review the rules of brainstorming.
   - List every idea.
   - Don't discuss.
   - Don't judge.
   - Repetition is OK.
   - Enjoy your silences.

To carry out the brainstorm session, the adviser might say: "Imagine you have done something really good or excellent in some way. Suppose you have made very good grades, reached a certain goal, gotten an excellent evaluation at work, or finished a hard task or project. Brainstorm what you would like to receive as a reward for your success."

or

"How are people recognized when they achieve something in school?" Write all the ideas on the butcher paper or newsprint entitled, "Ways You Like To Be Recognized". List all ideas in the order given, without discussing them at this time. Identify brainstorm sheets with teacher's name and class information.

4. The students as a group are to rank-order what they consider to be the most meaningful forms of recognition.

Appendix D

Profile of Participating States

STATE	STUDENT DATA												
	TOTAL	SEX		GRADE IN SCHOOL			MEMBERS		ETHNIC GROUP				
		F	M	7-8	9	10-12	FHA	HERO	BLACK	WHITE	AM. IND.	HISPANIC	OTHE
ALABAMA	1419	1194	225	0	435	984	481	50	722	681	8	3	5
COLORADO	259	168	91	0	99	160	207	52	*	*	*	*	*
CONNECTICUT	434	249	155	0	97	311	46	46	*	*	*	*	*
ILLINOIS	479	372	104	0	65	229	295	59	*	*	*	*	*
NEW MEXICO Albuquerque	426	349	69	0	87	339	*	71	14	126	32	202	8
NEW MEXICO Las Vegas	386	305	63	65	81	240	*	*	0	0	0	386	0
NORTH DAKOTA	469	314	124	42	124	274	88	18	2	374	55	2	1
TEXAS N.E. School District	367	296	68	0	57	288	*	64	17	218	0	218	0
UTAH	639	482	157	15	92	532	*	*	0	517	98	0	0
TOTALS	4878	3729	1056	122	1137	3357	1117	380	755	1916	193	811	14

Appendix D (Continued)

STATE	TEACHER DATA				SCHOOL DATA				
	TOTAL	HOME ECONOMICS		OTHER	TOTAL	TYPE OF COMMUNITY			
		CONSUMER/ HOMEMAKING	OCCUPATIONAL			URBAN	SUBURBAN	RURAL	AMERICAN INDIAN
ALABAMA	250	90	32	128	19	3	13	3	0
COLORADO	136	32	15	89	4	0	3	1	0
CONNECTICUT	123	*	*	*	6	3	2	1	0
ILLINOIS	116	*	*	*	5	2	2	1	0
NEW MEXICO Albuquerque	236	15	2	219	5	5	0	0	0
NEW MEXICO Las Vegas	76	2	0	74	5	0	0	5	0
NORTH DAKOTA	334	14	0	218	7	2	0	4	1
TEXAS N.E. School District	468	*	*	*	5	0	5	0	0
UTAH	161	65	0	96	8	2	1	4	1
TOTALS	1900	218	49	824	64	17	26	19	2

*Indicates data not collected.

Note: Some subcategories may not agree with total figures due to incomplete collection of data

Appendix E

Instruments Developed by States

(Items listed in order of importance as ranked by total student sample and reported as they appeared on the original statement.)

Alabama

1. Acceptance as a person.
2. Love and affection.
3. Good grades, promotion, diploma.
4. Reach a personal goal.
5. Appreciation, such as "Thank you".
6. Scholarships.
7. Opportunity to perform, give help or assume leadership role.
8. Car.
9. Money, house and property.
10. Compliments, praise, congratulations.
11. Awards and gifts: trophy, ribbon, certificate, flowers.
12. Trips, expense-paid.
13. Special privileges.
14. Special party or dinner.
15. Publicity, such as TV, radio, newspapers, book.

Colorado

1. Being myself, being friendly, personality, being respected, being popular.
2. Being loved or appreciated.
3. Helping people, sharing, helping mankind.
4. Knowing I did it; self-satisfaction and improvement.
5. By my own talents, abilities, accomplishments, the way I do a job.
6. Being listened to, being understood, telling someone about my accomplishments.
7. Compliments, praise, and comments on the way I act or do something.
8. Being told I look nice; my looks.
9. Being on the honor roll, graduating, scholarships, good grades.
10. Being smiled at.
11. Being an athlete.
12. Receiving gifts, awards, trophies, certificates, medals and prizes.
13. Having something in my honor (party or banquet).
14. Receiving money or more pay.
15. Being in the newspaper or on TV.

Connecticut

1. Receive a scholarship to a school I want to attend.
2. Receive cash that I can spend on what I want.
3. Receive an all-paid trip to a place I've never been to.
4. Receive more money at work.
5. Feel I have done something well.
6. Be treated and trusted like an adult and get special privileges or responsibilities.
7. Be awarded a diploma so I can have proof I made it.

8. Receive a gift I can use.
9. Have a party given in my honor by my friends.
10. Have the coach or an important person shake my hand and tell me what a great job I did.
11. Receive a trophy, plaque or certificate with my name engraved on it in front of a crowd of people.
12. Have my peers notice me for my achievement.
13. Have my friends, peers and teachers congratulate me and talk about my achievement.
14. Hear about it, over the radio or school broadcast and in newspapers.
15. Have my name, picture and what I have done posted on bulletin boards and posters.

Illinois

1. Friendships and love.
2. Scholarships, education, graduation.
3. Money.
4. Compliments, praise, smile, a thank you, respect, applause.
5. Raise, bonus, promotion, job offers.
6. Award: certificate, trophy, plaque, medal.
7. Just knowing that you did a good job.
8. Trips and vacations.
9. Have someone you respect call attention to you.
10. Gifts and prizes: large--car, house, boat, etc; small--concert tickets, clothes, etc.
11. Public recognition: name in newspaper, TV, radio, school intercom or assembly.
12. Banquets, parties, special dinners.
13. Date or meeting with a popular or famous person.
14. Given authority or special privileges.
15. Have something dedicated to you or named for you (song, book, statue, street, etc.).

New Mexico (Albuquerque)

1. Appreciation by parents, family, community.
2. Being shown respect and trust.
3. Feeling personal satisfaction, gaining confidence, sharing with others.
4. Hugs, smiles, kisses, pat on the back, love.
5. Popularity; being liked for what you are, not for what you look like; having lots of friends; acceptance; being looked up to.
6. Given admiration and attention, being told privately that I have done a good job.
7. Receiving compliments and praise, admiration.
8. Scholastic honors, scholarships, representing school at special events, honor roll, getting good grades, diploma, valedictorian.
9. Getting a raise, promotion, good job, paid-vacation, bonus.
10. Gifts (for example, tickets to concerts, car, clothes, money, party, trip).
11. School honors, school letter, team member, player-of-the-year, school queen, club membership.
12. Receive awards, trophies, medals, certificates, pins.

13. Receive letter of appreciation from important people (for example, mayor, governor, president).
14. Mentioned on TV, school announcements, intercom, radio, billboards, yearbook, assemblies.
15. Being elected to office, having power, having a title.

New Mexico (Las Vegas)

1. Being proud of yourself, your culture; feeling acceptance and happiness.
2. Being shown approval for abilities, loyalty, attitudes, responsibilities, feelings, honesty, reputation and maturity.
3. Being shown respect, showing feelings, being talked to.
4. Scholarships, diploma, education, good grades, reaching goals.
5. Receiving kindness, friendship, being remembered, being popular.
6. Having a good job, getting a promotion or advancements.
7. Being congratulated, receiving compliments and/or sympathy.
8. Awards, trophies, certificates, medals, ribbons, plaques, honors.
9. Being asked to join honor society.
10. Joining a club and becoming an officer.
11. Love, kisses, hugs, smile of approval, being admired, compliments.
12. Newspapers, TV, pictures, radio, Who's Who, letters of recognition, assemblies, awards, banquet.
13. Privileges, special activities, treats, vacation from school.
14. Selected as cheerleader, president, Jr. Miss, Queen, King, Student of the Month.
15. Gifts, flowers, dinner, trips, money, car.

North Dakota

1. Respect.
2. Congratulations.
3. Money.
4. Grades.
5. Smile.
6. Car.
7. Ribbons.
8. Trips.
9. Gifts.
10. Party.
11. Name in media.
12. Out to eat.
13. Day from school.
14. School announcement.
15. Buy a drink.

Texas (N.E. School District)

1. Respected by others.
2. Friends' appreciation.
3. Special privileges, freedom, trust.
4. Self-satisfaction, achieving a personal goal, accomplishment.
5. Compliments, praise, thank yous, congratulations, bragging from others.
6. Scholarships.
7. Grades, good conduct reports, recommendations.

8. Gifts, flowers, clothes, tickets.
9. Trophies, medals, ribbons, pins, certificates, plaques, school letter.
10. Promotions, raise, bonus, added fringe benefits.
11. Money.
12. Handshake, kiss, hug, or pat on back.
13. Party, being taken out to eat.
14. Newspapers, yearbook.
15. TV, radio, PA announcement.

Utah

1. Family approval and trust.
2. Self-satisfaction.
3. Scholarships.
4. Honor roll, good grades.
5. Praise, compliments, letters of recognition, thank you notes.
6. Money.
7. Trophies, certificates, medals, ribbons and award pins.
8. Personal privileges--time for self, sleep, dates, etc.
9. Gifts, flowers, jewelry, car, stereo, clothes, etc.
10. Raises, paid-vacation, bonus (job-related).
11. Smile, pat on back, kiss, hug.
12. Dinners, banquets, parties, trips.
13. Special privileges in school. Free sluff day--no exams, music in classroom.
14. Date, visit or interview with famous person.
15. Publicity--newspaper, TV, radio, magazine.

Appendix F

School Districts Participating in the Study

Alabama
- Anniston High--Area Vocational Center, Anniston
- Jefferson Davis High School, Montgomery
- Valley High School, Fairfax
- Ragland High School, Ragland
- Loachapoka School, Loachapoka
- Jacksonville High School, Jacksonville
- Tuskegee High School, Tuskegee
- Autauga County High School, Prattville
- Tallahassee High School, Tallahassee
- Ohatchee High School, Ohatchee
- Billingsley School, Billingsley
- Saks High School, Anniston
- Prattville Junior High School, Prattville
- Goshen High School, Goshen
- Rebecca Comer School, Eufala
- Montgomery County High School, Ramer
- Opelika High School, Opelika
- Elmore County Area Vocational Center, Wetumpka
- Barbor Area Vocational Center, Clayton

Colorado
- Adams City High School, Adams City
- Golden High School, Golden
- Lyons Junior/Senior High School, Lyons
- Northeast Junior High School, Northglenn

Connecticut
- Stratford High School, Stratford
- Harding High School, Bridgeport
- Bassick High School, Bridgeport
- Parish Hill High School, Chaplain
- Coventry High School, Coventry
- Somers Junior/Senior High School, Somers

Illinois
- Kewanee High School, Kewanee
- Moline High School, Moline
- Lyons Township High School, La Grange
- Sycamore High School, Sycamore
- Orion High School, Orion

New Mexico
- Raton Senior High School, Raton
- Robertson High School, Las Vegas
- Raton Junior High School, Raton
- Socorro High School, Socorro
- Grants High School, Grants

Albuquerque High School, Albuquerque
West Las Vegas Junior High School, West Las Vegas
West Las Vegas High School, West Las Vegas
West Mesa High School, Albuquerque
Manzano High School, Albuquerque
Eldorado High School, Albuquerque
Rio Grande High School, Albuquerque

North Dakota
Minot High School, Minot
Williston High School, Williston
Mandaree High School, Mandaree
New Town High School, New Town
Parshall High School, Parshall
Trenton High School, Trenton
Stanley High School, Stanley

Texas (N.E. School District)
Robert E. Lee High School, San Antonio
Churchill High School, San Antonio
MacArthur High School, San Antonio
Madison High School, San Antonio
Roosevelt High School, San Antonio

Utah
Provo High School, Provo
San Juan High School, Blanding
Sky View High School, Smithfield
Inter-Tribal School, Brigham City
Duchesne High School, Duchesne
Olympus High School, Salt Lake City
Morgan High School, Morgan
Valley High School, Orderville
Weaver High School, North Ogden

Appendix G

Dallas Recognition Study Instrument
Student and Teacher Ranking of Student Recognition Feelings

RECOGNITION-FEELINGS	Student Group 1	Student Group 2	Teacher Group 1	Teacher Group 2
Reaching a personal goal	1	1	15	14
Scholarships for school	2	2	14	15
Compliments and encouragement from friends	3	3	5	1
Being accepted as a person/ seeking my opinion	4	4	8	9
Trophies, certificates, medals, ribbons	5	6	4	3
Raises, bonus, paid vacation (job-related)	6	5	10	10
Special privileges or responsibilities	7	8	3	4
Letter of recognition, appreciation	8	9	13	13
Name in newsletter, newspaper or on loudspeaker	9	10	1	2
Teacher, employer compliments and encouragement	10	7	12	11
Money for accomplishments	11	13	2	5
Party, picnic, trips, banquets	12	12	6	7
Elected to an office	13	15	9	8
Being chosen to be on special programs	14	14	11	12
Winning a contest	15	11	7	6

Appendix H

Dallas Recognition Task Force

Teachers/Advisers

Vianne Day, FHA/HERO Adviser, Carter High School
Mary Funk, FHA Adviser, Kimball High School
Elizabeth McMahan, FHA/HERO Adviser, Bryan Adams High School
Leola Ramsey, FHA/HERO Adviser, Adamson High School
Ruth Reeves, FHA/HERO Adviser, North Dallas High School

Staff

Jerline Kennedy, Administrator - Occupational Education, Dallas Indpendent School District
Loretta Clemons, Instructional Facilitator, Dallas Independent School District
Dorothy Johnson, Instructional Facilitator, Dallas Independent School District
Barbara Ann Ware, Instructional Facilitator, Dallas Independent School District

Consultants

Dr. Nolan Estes, General Superintendent, Dallas Independent School District
Dr. Francis Chase, Senior Consultant, Dallas Independent School District
Dr. B. J. Stamps, Assistant Superintendent, Instructional Services, Dallas Independent School District
Dr. Ruby Morris, Deputy Assistant Superintendent, Pupil Personnel, Dallas Independent School District
Michael Vitale, Senior Evaluator, Research and Evaluation, Dallas Independent School District
Dave Shephard, Assistant Evaluator, Research and Evaluation, Dallas Independent School District

Appendix I

1979 National Leadership Meeting Recognition Survey

Group I (600 Students)

1. Self-satisfaction
2. Accepted as an individual
3. Smile
4. Respect
5. Physical affection
6. Appreciation
7. Asked to assume responsibility
8. Verbal
9. Being recommended
10. Encouragement
11. Peer group approval
12. Invitations
13. Written compliments
14. Media
15. Awards

Group II (300 Students)

1. Self-satisfaction
2. Friendships
3. Smile
4. Respect
5. Congratulations
6. Physical recognition
7. Responsibility
8. Compliments
9. Simple thanks/appreciation
10. Recognition in school
11. Promotions
12. Being remembered
13. Awards, gifts, cards
14. Media
15. Standing ovations

Group III (400 Students)

1. Self-satisfaction
2. Respect for others
3. Someone else benefits
4. Smile
5. Leadership
6. Reaching greater heights
7. Compliments
8. Good end-results
9. Approval from others
10. Responsibility
11. Encouragement
12. Praise from families, friends and teachers
13. Invitations

14. Thank you
15. Awards

Group IV (375 Adults)

1. Verbal compliments
2. Peer recognition
3. Peer acceptance
4. Media/publicity
5. Good achievement and self-satisfaction
6. Family acknowledgement
7. Friendship
8. Tangible awards
9. Display of work
10. Nonverbal approval
11. Additional responsibilities and leadership
12. Special privileges
13. Activity, party, trip
14. Grades
15. Gift

Marilyn Osborn

Author, Project Summary

Marilyn Osborn is a member of the national consultant team of Future Homemakers of America. In that capacity, she conducts workshops in various states for FHA/HERO advisers. Presently, she is in full-time graduate study at the University of Maryland while on leave from her regular duties as home economics teacher educator at the University of Vermont. Ms. Osborn has also been associated with Future Homemakers of America both as a member and a local adviser.